Visualizing

Gr. 4

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| Exceptional  10 | Student uses the clues provided by the author to describe pictures using the language from the text. The student begins to explain how the visualization aids in comprehension. |
| Proficient  9 | Student describes pictures at a literal level, elaborating on the words in the text. |
| Developing  8 | Student creates visual images that are not linked to the text. Pictures are at a concrete level. |
| Emerging  7 | Student does not describe images from the story. |

Making Inferences Rubric

Gr. 4

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| --- | --- |
| Exceptional  10 | Student makes logical predictions and/or inferences, using the text as support. Student draws conclusions from the text and begins to explain how the inferences aid in deeper understanding of the text. |
| Proficient  9 | Student makes logical inferences and checks text for accuracy and proof. Student may combine information from the text with background knowledge to make an inference. |
| Developing  8 | Student makes inference that is not connected to information in the text. |
| Emerging  7 | Student does not make an inference or has no idea what the author’s message is. |

Determining Important Ideas Rubric

Gr. 4

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| --- | --- |
| Exceptional  10 | Student identifies the main idea of the text , providing at least three supporting details or elements from the text. The student distinguishes between important and interesting information. Student begins to explain how this aids in deeper comprehension. |
| Proficient  9 | Student begins to identify the specific topic or theme in the text providing relevant details from the text. Student begins to recognize difference between important and interesting information. |
| Developing  8 | Student identifies the general idea of the text, providing one relevant detail. |
| Emerging  7 | Student cannot tell what is important in text. |

Understanding Text Structure Rubric

Gr. 4

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| --- | --- |
| Exceptional  10 | Student discusses ways in which text features focus the reader’s attention, permitting the reader to recall important information and make inferences. |
| Proficient  9 | Student describes how the text features are central to the meaning. |
| Developing  8 | Student can use text features to find answers to specific questions. |
| Emerging  7 | Student lists one or more text feature, but is unable to explain how it/they help the reader. |

Wondering/Questioning Rubric

Gr. 4

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| --- | --- |
| Exceptional  10 | Student uses questions to challenge the validity of text or author’s stance/motive or point of view and to enhance his/her understanding of the text; questions may be rhetorical and lead to interesting discussion. Student can explain how asking questions enhances understanding. |
| Proficient  9 | Student asks questions to enhance meaning of text (critical response, big idea); may explain how asking questions deepens comprehension. |
| Developing  8 | Student asks questions to clarify meaning. Student generates questions using the 5 “W” words (who, what, where, when and why) and how. |
| Emerging  7 | Student asks literal questions that relate to the text. |

Summarizing

Gr. 4

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| --- | --- |
| Exceptional  10 | Student writes a summary that accurately and thoroughly summarizes the main point of the text. |
| Proficient  9 | Student writes a summary that accurately summarizes the main point of the text. |
| Developing  8 | Student writes a short summary that partially summarizes the text but misses the main point. |
| Emerging  7 | Student cannot summarize the text. |